smaller town libraries and one for librarians of government departmental libraries.

In 1946, with the approval of the manpower authorities, the school will give a year's training to 30 students, who will be University graduates in science or arts.

'Other developments may be possible,' said the Minister, 'such as short courses given by the faculty of the school between the full courses. These could be given in other centres than Wellington and would be open to librarians approved for the course by the Director of the School and the Training Committee of the New Zealand Library Association. The students accepted for training at the full course of the School will be paid allowances sufficient to meet their living costs and will be required to give an undertaking that they will remain in library work for a certain period.

'It is clear that adequate training of our library personnel is the logical and economical way of using our stocks and imports of books and printed material,' concluded the Minister.

PROFESSIONAL LIBRARY SCHOOLS

By Mary Parsons

EDUCATION IS A LIFELONG PROCESS, according to Henry Adams, and how especially true this is of the education of librarians who have chosen to enter one of the learned professions. In considering professional library schools it is important, therefore, to make clear their relation to the formal education of universities on the one hand and, on the other hand, to the informal education which good librarians continue to give to themselves during their entire lives.

What is a library school? It is generally agreed that it is an institution of higher learning which trains professional librarians just as law and medical schools train lawyers and doctors. It is generally agreed also that a library school should not attempt to give librarians all the formal education of all kinds which they will need in library work. Instead of this a library school should make sure, through its entrance requirements, that students have already obtained, through university graduation or its equivalent, the kind of general

education that is essential in successful library work. Then the library school needs to give only the professional education which pertains especially to professional librarianship. What is this special education that is needed, and is university graduation or its equivalent really necessary as well? The best way to answer these questions is to consider what kinds of libraries there are and what kinds of work need to be done in them. There are university libraries and libraries in other research institutions whose librarians should have not only general university education and professional training, but also some experience in original research in some field, in order to understand the bibliographical needs of a research clientele.

There are special libraries requiring professional librarians who are also subject specialists. In a bank, the librarians must understand economics and banking and in a large electrical library there must be librarians who understand electricity and are capable of selecting and summarizing important technical articles regardless of the languages in which they are published.

In public libraries, in the city and in the country, a broad general education is needed by all professional assistants who work with books on a wide range of subjects. In addition the chief librarian administering a public institution needs to understand library laws, national and local government and public finance, in order to fit the library into its proper place and to secure the appropriations that are required for good service to the public. The librarians should also be leaders in community activities and in adult education, alert to all social, economic, civic and educational interests which can be served through books.

What needs to be done in libraries? Like Caesar's Gaul, all library work may be divided into three parts, the same in fundamental principles in almost all libraries, though differing in application of the principles in varying types of libraries and communities. These three parts are (1) acquisition of books; (2) preparation of books for use; (3) service.

In acquisition of books, periodicals, pamphlets and other library materials the essential is selection. This requires ability to estimate books critically and comparatively, not only according to their value and the authority with which they treat their subjects, but also in relation to the library's field, that is, to the interests and reading ability of the people for whom the library exists. In selecting for public libraries which are an intergral part of public education in

a democracy, it is important to choose books that will be read and understood on all phases of public questions and cultural interests. It is necessary to know book making so as to judge editions for integrity of text, artistic and harmonious effect, and for durability of paper, sewing and binding. No library budget is ever so large that any of these things may be disregarded.

The second part of library work, preparation, includes classifiction and cataloguing of books and all other materials in library collections. In classifying books there must first be a decision about which existing classification plan is best adapted to the purpose of the library in which it is to be used. Then each book must be classified according to its subject (not its catchword title) and this involves assigning the book to the one place, among numerous alternatives provided by the classification scheme, which will make it most useful in the particular library. To do this a librarian must understand the subjects treated by many books, must know thoroughly the philosophy and the technicalities of classification, must realise the relationship between the grouping of books and the general guiding administrative policies of the library as a whole. Similar decisions must be taken in relating the cataloguing of books closely to their classification, and after all these decisions have been reached it is time to begin making individual catalogue cards and lettering the classification numbers on the books themselves. This last part may be done by clerical workers under the direction of professional librarians, but clerical workers can not make the decisions.

The third kind of work is service, the raison d'etre of any library. In the interest of simplification, description of this part of the work will be based upon the procedure of public libraries.

Service in a public library may be divided into three parts according to the age and interests of readers who are served. Children's librarians must understand child psychology and must know books so well that they will never fail to find the right things to interest and delight children of any age or background. They should have broad interests in art, literature, and everything that is going on about them in the world in order to help children to appreciate and develop some of these interests themselves.

Librarians who work with young adults, ranging from fifteen to twenty or twenty-five years of age, meet such very special problems that they are developing a new field of library work to meet them. A knowledge of adolescent

psychology and wide reading are essential but are not enough without a special kind of imaginative and tactful approach to this rather shy and extremely critical clientele.

One very successful young people's librarian says that these boys and girls are very like their elders in being a little puzzled, a little shy, but anxious to do the right thing if only they can find out what it is. She tells a story of a police-woman who asked her to help a problem boy of seventeen by guiding his reading. At the end of the school year this boy came to the librarian and said to her, 'Say, I must be pretty good at telling you what I want, because I have always liked the books you have given me.'

Adult readers form the third group to be served by public libraries and they, like children and young adults, often require advisory service in selecting their books and reference service in finding information of use in their occupations, their study and their recreation.

All three groups of readers need lending services arranged for their convenience in borrowing books.

A community requires library service not only from a central building, but outside in the community, near to the places where people live or study or work or find their recreation. Librarians must know how to administer library service in branches and small stations throughout city and country, in schools, on playgrounds, in hospitals, in factories, in club rooms, and in other places where people are accustomed to meet.

How can one professional library school provide its students with a knowledge of all the different things that need to be done in all the different kinds of libraries that have been mentioned?

First, library schools count upon previous university training to give students more than a speaking acquaintance with the subject-matter contained in books with which they are to deal. Entrance requirements generally stipulate not only university graduation or its equivalent, but also certain combinations of university subjects which are considered essential in library work.

Second, a library school faculty can give students a knowledge of the best current procedure known to the profession and out of a year of working together there will emerge self-reliant librarians conscious of the philosophy and ideals of professional librarianship. Such a basic course acts as a springboard from which each student may plunge into some chosen part of library work, ready to go on independently

with the reading and the study that will contribute most to this special work.

A library school curriculum corresponds in a general way to the three kinds of work done in libraries—acquisition, preparation and service. Book courses, however, deal not only with selection of books, but also with their use in reference and advisory work and in the preparation of bibliographies and reading lists. The present trend is away from separate courses in book selection, reference and bibliography, and toward a single unified book course, in which books are considered subject by subject with a study of outstanding reference works and bibliographies of the subject and consideration of the books which should be selected for different communities, different types of libraries, and for readers of varying interests and reading abilities. A second course, frequently called the technical course, includes a study of everything which must be done to a book from the time it leaves the acquisition or order department of a library until it reaches the shelves in a public reading room. This course includes classification and cataloguing of books and some other techniques with their underlying philosophy, their practical procedure and their application to libraries and departments of varying types and purposes.

A third course in most library schools is organization and administration of libraries. This course not only includes the philosophy and practice of organising libraries and administering them, but also shows students how the other two courses are related to library work as a whole, how individual libraries are related to their communities and what inter-relationships there are among libraries locally, nationally and internationally in their work of furthering understanding through books.

This has been the barest outline of a basic curriculum. Most professional library schools agree upon this but vary to some extent in their emphasis. Some of them offer not only their basic work, but also second and third years of graduate work leading to higher degrees including the doctorate in library science. Other schools combine basic work with specialization in library service to children, in school library work, and in library work with young adults. One school combines basic training with specialization in hospital and institutional library work. Here some of the professors are librarians and others are doctors, psychologists and psychiatrists. In such a course students learn something about hospital and institutional psychology and procedures and study the therapeutic value of books.

After leaving library school for work in the field, all librarians, like doctors or engineers, must keep up with their own professional literature. In addition, librarians must read widely to keep abreast of the output of new books and to fill gaps in their knowledge of old books. The most independent professional workers do this for themselves and for the less independent staff members, internships are organized or 'in-service training.' This 'in-service training' comes through staff meetings to review books, through courses and institutes in the library when time permits, and through membership in committees appointed to study library problems and make recommendations to the librarian and the staff about solving them. Some librarians obtain leave of absence for travel or for further study in academic fields related to their work or in advanced phases of librarianship.

It is clear, I believe, that for young people who are to be trained in library schools for future leadership in the library profession, a university education or its equivalent is important.

It is equally clear that establishment of graduate standards should never be allowed (and has never been allowed in any country, so far as I know) to prejudice the tenure or the professional standing of successful librarians who entered the profession before the standards were formulated. They have often been people of such outstanding ability that they have themselves been pioneers in establishing professional schools and raising standards.

In several countries, the library profession has learned to its sorrow that absence of standards and confusion of professional and clerical work and workers in libraries has resulted in inefficiency and has started a vicious circle of low appropriations for libraries too uninteresting to the public for better service and better revenues to be demanded.

This does not mean that clerical work in libraries is either unimportant or uninteresting, but only that it is different from professional work and requires different educational preparation. The typing of catalogue cards, for instance, gives opportunities for seeing new books and scope for a high quality of workmanship in completing intelligently and accurately work delegated by professional cataloguers. Some routine duties, such as work at an issue desk of a public library, may be more exacting than some professional duties. A desk worker must possess the accuracy of a machine together with the charm, tact and disposition of an angel. Anyone who has these qualities

will find great satisfaction in realizing how important an issue desk is in making friends for a library. In a well run library, clerical workers may be as enthusiastic and loyal as the professional staff. Although length of clerical service in a library does not transform a clerical worker into a professional, any ambitious clerical worker may go on to university and library school and become a professional librarian.

Relationship between professional and clerical work was the subject of a discussion at an earlier New Zealand Library Association conference, the minutes of which Mr Alley kindly brought to my attention. Therefore I need touch only briefly upon the relation of a library school to clerical work in libraries.

Should a library school give training in routines? This is a double question. First, should students in a professional course learn routines? Most schools believe that every routine which goes on in a library should be thoroughly understood in its relation to the whole fabric of library administration and cost accounting, but that time must not be wasted in drill or in over-emphasis upon details.

The second part of the question is entirely different and relates to training clerical workers to perform routine duties in libraries. Some library schools have offered short courses, admitting students with secondary education. In pre-Nazi Germany two different schools were set up, one for professional librarians requiring a doctorate for admission, and another on a more elementary level. In the United States some large libraries admitted high school graduates to an apprentice course and gave them a smattering of all the work of a library. Later on this plan was generally abandoned. It was expensive to give workers training in things they were not educationally fitted to do. Now the tendency is to depend upon business schools for expert typists and clerical workers and for each professional head of a library service to instruct new clerical assistants in the special duties they are to perform.

The co-operation between a library school and libraries in the field may well go beyond the supply and demand relationship of training professional staff for libraries. With co-operation of librarians, students may be sent to them for practice work and librarians may come to lecture at the school, bringing students vivid pictures of conditions in the field.

A library school may offer short refresher courses for experienced librarians and group class discussions around

actual problems that present themselves in libraries from which students have come.

The University of Chicago Graduate Library School has been holding an Institute each summer with lectures and discussions on one central theme, such as book selection, classification and cataloguing or community relations of libraries. In an attendance list it would be difficult to distinguish faculty from the the student body which often includes chief librarians and specialists of wide reputation.

One more question about library schools should be raised for discussion. The answer can not be categorical but general trends can be indicated. The question concerns the administrative relation of a library school to the educational system of a country in which it is located. Shall a library school, offering a whole academic year's study on a graduate basis, be affiliated with or part of a university?

In England a School of Librarianship was part of the University of London.

In pre-Nazi Germany the advanced professional library school courses were given in universities.

In France the Paris Library School, conducted by the American Library Association upon request of French librarians, sought no recognition from any university or government. Its courses were on a graduate level and recognition came unasked from the governments and universities of a number of countries in Europe and Asia.

In the United States the pioneer professional library school at Albany had, during most of its history, no connection with any teaching university, but was affiliated with the examining and accrediting University of the State of New York, which gives the diploma. Some other good library schools had no university connections. Later on, after the library schools had proved their worth, and the question had been studied by the Board of Education for Librarianship of the American Library Association together with university authorities, it became accepted in principle and practice that professional library schools should be part of universities.

To emphasize university training of library school students is not enough without stressing also the importance of recruiting for the library profession young people whose personal qualities are commensurate with the important and exacting social, educational and recreational work of libraries. It is still pioneer work in most countries. A library school can teach students the best procedure known to the library world to-day and can make them critically

alert to possible improvements. It can say to them, to quote Mr Somerset, 'Here are the tools. Take them and make what you can with them.' They will go out into libraries that are part of the changing fabric of a changing world. If they are self reliant and intelligent they will experiment and will improve libraries. If a school is alert, its teaching will keep up with the changes and improvements and thus the two, the libraries and the professional schools, will react favourably one upon the other and libraries will go forward.

EXAMINATION RESULTS

The secretary of the Library Association (London) reports that the following candidates have been successful in passing the May 1944 examinations:—

Elementary—
Miss J. Lough, Country Library Service, Wellington.

Intermediate: *Part I*—

Pass with Merit:
Miss J. Swinbourn, Massey Agricultural College, Palmerston North.
Mr C. S. Perry, Wellington Public Library.

Pass:
Intermediate: *Part II*—
Miss J. Blyth, Municipal Library, Palmerston North.

Final: *Part II*—
Miss N. Robinson, Country Library Service, Wellington.